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IDENTIFIERS Analogies: Biorhythms

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 33 titles deal with the relationship of reading achievement to a number of variables, including the following: (1) student self-concept and behavior problems: (2) children's televiewing, reading attitudes, and IQ: (3) the retention of prose: (4) physical fitness: (5) home environment and parental role: (6) oral reading: (7) metalinguistic awareness: (8) preschool training: (9) phonetic and structural analysis instruction at the community college level: (10) creative dramatics instruction: (11) time use during supplementary reading instruction with educationally disadvantaged students: and (12) syntactic writing maturity. (AEA)

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Reading Achievement:

Characteristics Associated with Success and Failure:

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Abstracts of the following dissertations are included in this collection:

Anderson, Margaret Jones

A STUDY OF THE RELATIONSHIP AMONG READING ACHIEVEMENT, SELF-CONCEPT, AND BEHAVIOR PROBLEMS OF JUNIOR HIGH SCHOOL STUDENTS INSTRUCTED IN A CONTINUOUS-PROGRESS ELEMENTARY PROGRAM AND THOSE INSTRUCTED IN A TRADITIONAL ELEMENTARY PROGRAM

Angle, Bernadette Dell'Arco

THE RELATIONSHIP BETWEEN CHILDREN'S TELE-VIEWING AND THE VARIABLES OF READING ATTI-TUDE, READING ACHIEVEMENT, BOOK READING, AND IQ IN A SAMPLE OF FIFTH GRADE CHILDREN

Berrier, Hilda Ruth K.

A STUDY TO ASSESS RELATIONSHIPS BETWEEN READING ACHIEVEMENT AND RETENTION OF PROSE

Blackburn, Virginia Bernice

A STUDY OF REMEDIAL READING STUDENTS: IDENTIFICATION, READING ACHIEVEMENT AND THE FOLLOW-UP OF A SELECT GROUP

Burke, John Joseph, Jr.

THE EFFECT OF CREATIVE DRAMATICS ON THE ATTITUDES AND READING ABILITIES OF SEVENTH GRADE STUDENTS

Carlson, Dorothy Ellis

A STUDY OF READING ACHIEVEMENT IN TERMS OF VARIOUS BACKGROUND FACTORS

Chance, Carol Elaine

THE EFFECTS OF FEEDBACK/CORRECTIVE PROCEDURES ON READING ACHIEVEMENT AND RETENTION

Corda, Elaine Papandrea

A STUDY OF THE RELATIONSHIP BETWEEN TIME UTILIZATION DURING SUPPLEMENTARY READING INSTRUCTION OF EDUCATIONALLY DISADVANTAGED STUDENTS AND THE SUB-SEQUENT READING ACHIEVEMENT OF THE STUDENTS

Dimick, Janice Marie Wirth

EFFECT OF TEACHER SELF-CONCEPT ON PUPIL READING ACHIEVEMENT

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THE RELATIONSHIP OF CARDIOVASCULAR FITNESS AND AGILITY MEASURES TO READING ACHIEVEMENT SCORES AND LETTER GRADES IN GRADES THREE AND FIVE

Elder, Janet Arden Renfro

HOW HIGH SCHOOL STUDENTS OF THREE LEVELS OF READING ACHIEVEMENT PERCEIVE THE READING PROCESS

Funderburg, Craig Slaton

A STUDY OF FIRST-GRADERS' READING ACHIEVEMENT AS A FUNCTION OF TEACHER-STUDENT EXPECTANCY

Hansen, Carolyn Charlene

THE EFFECTS OF FOCUSING ATTENTION TO RELEVANT FEATURES OF A READING TASK ON THE PERFORMANCE OF SECOND AND FOURTH GRADE LOW-ACHIEVING READERS

Helm, Estelle Bailey

PIAGETIAN CONSERVATION TASKS AND PREDICTORS OF FIRST GRADE ACHIEVEMENT IN READING AND MATHEMATICS

Higgins, Judith James

A COMPARATIVE STUDY BETWEEN THE READING ACHIEVEMENT LEVELS OF STUDENTS IN A COMBINATION/UNGRADED CLASS AND STUDENTS IN A GRADED CLASS

Huddleston, Ervin Leroy

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF FOUR READING PROGRAMS AS THEY RELATE TO THE READING ACHIEVEMENT OF SELECTED MIDDLE SCHOOL STUDENTS

James, Jean Roper

CHILDREN'S ASSOCIATION WITH AN OLDER AFFILIATED FAMILY, READING ACHIEVEMENT, AND ATTITUDES TOWARD THE ELDERLY

Johnson, Norma Ruth

A COMPARISON OF SYNTACTIC WRITING MATURITY WITH READING ACHIEVEMENT

Kingore, Bertha Wilhelm

AN ETHNOGRAPHIC INVESTIGATION OF THE INFLUENCE OF THE HOME ENVIRONMENT ON THE DEVELOPING READING SKILLS OF FIRST GRADE CHILDREN

Kochen, Cinda Lou

RELATIONSHIPS AMONG HOME LITERARY ENVIRONMENT, PARENTAL EDUCATIONAL LEVEL, INSTRUCTIONAL METHOD, INTELLIGENCE, ETHNICITY, AND READING ACHIEVEMENT AT THE END OF FIRST GRADE

Mitchell, Carolyn Ann

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Peveto, Natalia LaVonne Brackin

THE RELATIONSHIP OF BIORHYTHMS TO ACADEMIC PERFORMANCE IN READING

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THE RELATIONSHIP OF METALINGUISTIC AWARENESS TO READING ACHIEVEMENT

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RELATIONSHIP OF READING SUPERVISION AND CHILDREN'S READING ACHIEVEMENT

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TePoel, Donna Fuller

THE INVESTIGATION OF PARENTAL ROLES DURING CHILDREN'S PRESCHOOL DEVELOPMENT AND THEIR READING ACHIEVEMENT IN THE INTERMEDIATE GRADES

Vern, Lynda Gayle Horn

THE RELATIONSHIP BETWEEN GAINS IN READING LEVEL AND THE TEACHING OF PHONETIC AND STRUCTURAL ANALYSIS SKILLS AT THE COMMUNITY COLLEGE LEVEL

Webster, Bennie Marie

AN INVESTIGATION OF LOCUS OF CONTROL AND READING-ACHIEVEMENT LEVELS OF SELECTED COLLEGE FRESHMAN STUDENTS

A STUDY OF THE RELATIONSHIP AMONG READING ACHIEVEMENT, SELF-CONCEPT, AND BEHAVIOR PROBLEMS OF JUNIOR HIGH SCHOOL STUDENTS INSTRUCTED IN A CONTINUOUS-PROGRESS ELEMENTARY PROGRAM AND THOSE INSTRUCTED IN A TRADITIONAL ELEMENTARY PROGRAM Order No. 8109858

ANDERSON, MARGARET JONES, PH.D. *University of Southern Mississippi*, 1980. 128pp.

Purpose of the Study. The purpose of this study was to examine possible differences among self-concept, reported student misbehavior, and reading achievement of junior high school students previously instructed in a continuous-progress elementary school program and junior high school students previously instructed in a traditional elementary school program in a selected parish in Louisiana.

Procedure. The sample was composed of seventh- and eighth-grade students at a selected junior high school in Louisiana who had previously attended both fifth and sixth grade at either a specified continuous-progress elementary school or a specified traditional elementary school within the parish.

Scores from the reading subtest of the Science Research Associates (SRA) Achievement Tests were used to determine the reading achievement levels of the subjects. The Coopersmith Self-Esteem Inventory was used to determine the self-concept scores of the subjects. A discipline log maintained by the school's administrator was used to identify those subjects who had had discipline problems requiring administrative action. The data were analyzed using the statistical techniques of analysis of variance and regression. The minimum rejection level was established at .05.

Results. The following results were obtained: (a) A significant difference was found between reading achievement scores of the two groups of eighth-grade subjects. (b) A significant difference was found between reading achievement scores from 1976-77 to 1977-78 for the two groups of seventh-grade subjects. (c) No significant difference between reading achievement scores for the two groups of seventh-grade subjects or between the two groups of eighth-grade subjects was found. (d) No significant difference between reading achievement scores from 1976-77 to 1977-78 for the two groups of eighth-grade subjects was found. (e) No significant difference was found between the reading achievement scores from 1977-78 to 1978-79 for the two groups of seventh-grade subjects or between the two groups of eighth-grade subjects. (f) No significant difference was found between the self-concept scores of the two groups of seventh-grade subjects or between the two groups of eighth-grade subjects. (g) No significant relationship was found between self-concept scores and reading achievement scores for the two groups of seventh grade subjects or between the two groups of eighth-grade subjects. (h) Over a 4-month period no significant change was noted between the two groups of seventh-grade subjects or between the two groups of eighth-grade subjects. (i) The frequency of behavior problems was not significantly different between the two groups of seventh-grade subjects or between the two groups of eighth-grade subjects.

Conclusions. The major conclusions are as follows: (a) No significant difference was established between the reading achievement scores of the two groups of seventh graders; however, a significant difference was noted at the eighth-grade level with the traditional group scoring significantly higher. Therefore, it may be concluded that some variable or variables other than school organizational structure or self-concept may have significantly affected the eighth-grade traditional students' reading achievement scores. (b) Based upon reported results, it may be concluded that the organizational structure of the specified elementary school had no statistically significant effect upon the students' scores on the reported self-concept scale or upon the frequency of behavior problems encountered by students now attending this particular traditional junior high school.

THE RELATIONSHIP BETWEEN CHILDREN'S TELEVIEWING AND THE VARIABLES OF READING ATTITUDE, READING ACHIEVEMENT, BOOK READING, AND IQ IN A SAMPLE OF FIFTH GRADE CHILDREN Order No. 8102796

ANGLE, BERNADETTE DELL'ARCO, PH.D. *The University of Akron*, 1981. 275pp.

One-hundred and forty-three fifth graders were the subjects of this study to determine a relationship between extensive televiewing, reading attitude, reading achievement, amount of book reading, and IQ. It was found that the average viewing time per week was 26.8 hours and the average reading time was 8.1 hours per week. Television exceeded reading by more than three hours for every one hour of reading time. The average reading attitude score on the Estes was 81.4 or high positive.

The results of the analysis of the data from this study indicate that there is a negative relationship between students' attitude toward reading and the amount of televiewing. There was a high positive relationship between attitude toward reading time and amount of leisure reading. Results suggest that attitude plays a significant role in a child's desire to read and extensive viewing has a negative relationship toward reading. The author concludes that not all television is harmful for children; however, quantity and quality should be carefully guided by parents or guardians in the home. Since an overall preference for viewing over reading was obvious with the students in this study, parents and teachers have the responsibility to nurture positive attitudes toward reading from a very young age and encourage children to thoughtfully and discriminately balance both mediums.

A STUDY TO ASSESS RELATIONSHIPS BETWEEN READING ACHIEVEMENT AND RETENTION OF PROSE Order No. 8109339

BERRIER, HILDA RUTH K., ED.D. *North Texas State University*, 1980. 86pp.

This investigation was concerned with whether linguistic competence with printed material is related to the retention of information contained in prose passages of high readability. The specific purpose of the study was to investigate relationships between linguistic competence and free recall, immediate, delayed, and practiced, after the reading of a passage of high readability.

In a review of related literature, indications were found that linguistic competence could be expressed by test scores of reading achievement. Therefore, in this study linguistic competence was operationally defined by scores of literal and inferential reading comprehension. In a second analysis of the data, vocabulary scores were used also. Subjects for the two analyses were seventh grade students who scored either very high or very low in tests of these reading skills.

In a pilot study of recall procedures, no significant differences were found between oral recall and written recall. Therefore, in this study, free recall was measured by the written method because of comparative ease of administration.

For objective evaluation of the recall protocols, a criterion was prepared by listing a propositional representation of the text base of the test passage. The subjects' recall protocols were assessed by comparison to this criterion. Scores were then analyzed in a 2 (high and low achievement) x 3 (immediate, delayed, and practiced recall) analysis of variance procedure.

Results of this study indicated that high reading achievers performed significantly higher than low reading achievers in all three recall treatments. Further, when the recall treatments were compared, results indicated that immediate recall was significantly higher and delayed recall significantly lower than practiced recall.

In the second analysis of the recall of more stringently selected subjects, an interaction was found. Select high achievers, while scoring higher than the high achievers in the first analysis in immediate and practiced recall, scored lower in delayed recall. Further, select low achievers, while scoring lower than the low achievers in the first analysis in immediate and practiced recall, scored higher in delayed recall. Caution is urged in the interpretation of the results of the second analysis because of the extremely small cell sizes.

This investigation found that: (1) there is a relationship between memory and linguistic competence; (2) intervening events before recall result in a significant decrease in retention for both high and low reading achievers; (3) similar memory patterns for high and low achievers seem to diverge as achievement levels approach extremes. The greater the difference in reading achievement, the greater appears to be the difference in memory for immediate and practiced recall, while delayed recall appears to be less affected by achievement differences. This investigation further found that (4) the real difference between achievement levels might be in acquisition of information or in short-term memory rather than in long-term memory, and (5) very high achieving readers may habitually rehearse after reading and very low achieving readers may fail to make substantial gains from practice.

A STUDY OF REMEDIAL READING STUDENTS: IDENTIFICATION, READING ACHIEVEMENT AND THE FOLLOW-UP OF A SELECT GROUP Order No. 8103279

BLACKBURN, VIRGINIA BERNICE, ED.D. *Oklahoma State University*, 1980. 95pp.

Scope of Study. In recent years, emphasis has been placed on the reading ability of students in the public school system. This descriptive study examines the time and methods of identification, remediation procedures, and reading achievement of elementary students classified as disabled readers within an Oklahoma school district. The reading progress of a select number of these students, examined after a three-year period, included comparison of reading scores to expected reading scores, comparison of oral to silent reading level, and identification of strengths and weaknesses in reading. During the study, the teachers' and parents' opinions of the reading progress of the select number of students were obtained.

Findings and Conclusions. The children with high-risk reading disability were not identified by a readiness test and only 20 percent were identified as potentially disabled readers by teacher observation. Retention as a measure of remediation was not an effective school procedure for these children with reading difficulties. Prescriptive textbooks used within the structure of the classroom did not bring the disabled reading student up to reading expectancy. Seventy-five percent of the students showed positive growth of a year or more after a year of remedial reading instruction.

After three years, the disabled reading students usually showed an increase in the discrepancy between the reading score and the expected reading score. The oral reading comprehension was found to be higher than silent reading comprehension, and the disabled reading student showed little difference in identification of words recognized in isolation or in context. Teachers were found to be more accurate than parents in assessment of students' reading ability. The parent was not usually an effective predictor of the disabled reading student's potential reading ability.

THE EFFECT OF CREATIVE DRAMATICS ON THE ATTITUDES AND READING ABILITIES OF SEVENTH GRADE STUDENTS Order No. 8112054

BURKE, JOHN JOSEPH, JR., PH.D. *Michigan State University*, 1980. 104pp.

The purpose of this study was to determine whether or not creative dramatics could affect positive changes on the reading abilities and self-concepts of seventh graders.

The method of the study included two testing groups. Group A was the creative dramatics group. Group B received reading instruction through the laboratory program. The researcher met with Group A for fifty minutes each Monday and Tuesday for one academic year. Their program was divided into four parts. The first lessons were developmental exercises consisting mainly of theatre games. This unit was designed to establish a rapport with the students, give them the personal confidence, and the necessary skills for future creative dramatics development. Unit II was on *Aesop's Fables*, Unit III was on selected stories of *Robin Hood*, and Unit IV was on *Beowulf*. Many of the school system's published reading comprehension skill objectives were incorporated into each lesson.

The reading ability of each student was determined by the Reading Ability Scale of the Stanford Achievement Test. The attitudes of each student were measured by the nine sub-scales of the Student Perception, Expectation, and Evaluation Survey (Intermediate Form). The pretest of each test was used to verify that Group A and B were not significantly different at the outset of the experiment. The post-tests were used to determine whether or not there was a significant difference between the reading ability and attitudes of the groups after the treatment period.

The data were submitted to multivariate analyses of variance. The comparison of the creative dramatics treatment group with the Middle Cities Reading Inventory group on all measures did not yield scores with any statistically significant difference. Positive changes in the students' reading abilities and self-concepts did, however, take place and are documented by the observations of the researcher. Several detailed accounts of personal observations and interactions with the students by the researcher are included in the study.

The Middle Cities Reading Inventory was a costly and elaborate approach to teaching reading. The creative dramatics approach cost only a few dollars and was designed so that any teacher in any class could have used the method. At the end of the study the tests showed that both groups had essentially achieved the same results. This is at least economically significant as the creative dramatics approach was so much less expensive.

As a result of these economic factors and the observations of the researcher, further research in this area is warranted. Many suggestions for such research are given in the last chapter of this study.

A STUDY OF READING ACHIEVEMENT IN TERMS OF VARIOUS BACKGROUND FACTORS Order No. 8103616

CARLSON, DOROTHY ELLIS, ED.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1980. 145pp. Supervisor: Professor Martha C. Cheek

This study was designed to evaluate reading achievement in terms of treatment, (direct concept teaching) and non-treatment, controlling for socioeconomic group, preschool attendance and the level of maternal education. The study population was composed of 117 children in six kindergarten classes in six schools in East Baton Rouge Parish, Louisiana. Two schools were chosen at each socioeconomic level to allow for a treatment school and a control school. One class was used at each school. Schools representing the low, middle and high levels were determined by the percentage of children receiving free lunch at the school. Schools classified as high level had less than 10 percent of their population receiving free lunch. Schools classified as middle level had between 45 and 60 percent of their children receiving free lunch. Schools classified as low each had over 90 percent of their population receiving free lunch. In addition, school records were used to determine whether the child had attended preschool and whether the mother had completed high school or had post high school education.

Instruments used in the study were the Boehm Test of Basic Concepts, Form B and the Metropolitan Readiness Test, Level II, Form P, Pre-Reading Composite.

Five hypotheses were tested: (1) There is no significant difference between the means of the treatment group and the means of the control group on the Boehm Test. (2) There is no significant difference between the means of the treatment group and the means of the control group on the MRT. (3) There is no significant relationship between the scores of the Boehm Test and the MRT among classes and between groups. (4) There is no significant relationship between the level of maternal education and scores on the Boehm Test for the treatment group and the control group. (5) There is no significant relationship between preschool attendance and scores on the Boehm Test.

Acceptance or rejection of the hypothesis depended upon socioeconomic group. Hypothesis 1 was accepted at the high socioeconomic level but rejected at the low and middle level. Hypothesis 2 was rejected at the high level but accepted at the low and middle level. Hypothesis 3 was rejected for all treatment classes and the middle level control class but accepted for the low and high control classes. Hypothesis 4 and 5 were accepted.

Conclusions of the study were: (1) Direct concept instruction in the concepts of space, quantity and time is effective in raising the scores of children on a concept test of these measures. (2) There is a positive relationship between direct concept instruction and reading achievement. (3) Concept instruction using manipulatives is effective. (4) There is some relationship between the level of maternal education and concept achievement of the child. (5) Preschool attendance has no measurable effect on concept knowledge of the child.

THE EFFECTS OF FEEDBACK/CORRECTIVE PROCEDURES ON READING ACHIEVEMENT AND RETENTION Order No. 8028008

CHANCE, CAROL ELAINE, ED.D. *University of New Orleans*, 1980. 109pp.

This study investigated the effects of feedback/correction procedures on reading achievement and retention.

Answers to the following questions were sought: Will there be a significant difference between the average reading achievement scores of the mastery learning group and the control group on the initial posttest? Will the three levels of ability to understand instruction and the two types of instruction have a significant interaction effect on the average reading achievement scores on the initial posttest? Will there be a significant difference between the average reading achievement scores of the mastery learning group and the control group on the delayed posttest? Will the three levels of ability to understand instruction and the two types of instruction have a significant interaction effect on the average reading achievement scores on the delayed posttest?

The population was defined as 126 black students enrolled in reading classes at an inner-city, public junior high school. Sixty-nine subjects were randomly selected from the population.

From their scores on the *Short Form Test of Academic Aptitude*, 1978, the 69 subjects were placed into high, average, and low ability levels. Subjects were randomly assigned to experimental or control treatment groups. Experimental subjects received formative tests and correctives after each objective. Formative tests and correctives constituted the feedback/correction procedure.

Upon completion of the instructional unit, subjects were given the Comprehension section of the *Gates Mac-Ginitie Reading Tests*, Level D, Form 1. This was used as a measure of reading achievement. Five weeks after the initial posttest, an alternate form of the test was administered as a measure of retention.

Four research hypotheses were derived from the research questions and were stated in null form. Two analyses of variance were computed, and the null hypotheses were tested at the .05 level of significance.

The findings of this study were as follows:

There was no significant difference between the average reading achievement scores of the mastery learning group and the control group on the initial posttest.

There was no significant interaction effect between the three levels of ability to understand instruction and the two types of instruction on the average reading achievement scores on the initial posttest.

There was no significant difference between the average reading achievement scores of the mastery learning group and the control group on the delayed posttest.

There was no significant interaction effect between the three levels of ability to understand instruction and the two types of instruction on the average reading achievement scores on the delayed posttest.

A STUDY OF THE RELATIONSHIP BETWEEN TIME UTILIZATION DURING SUPPLEMENTARY READING INSTRUCTION OF EDUCATIONALLY DISADVANTAGED STUDENTS AND THE SUBSEQUENT READING ACHIEVEMENT OF THE STUDENTS Order No. 8106823

CORDA, ELAINE PAPANDREA, PH.D. *Georgia State University - College of Education*, 1980. 128pp.

Purpose. The purpose of this exploratory study was to examine the relationship between various teacher/student behaviors during supplementary reading instruction of educationally disadvantaged students and the subsequent reading achievement of the students.

Methods and Procedures. Two trained observers recorded the classroom behaviors of 26 Title I reading teachers and their students who were reading at least two years below grade placement. These behaviors were recorded on two separate occasions using the *Time Schedule*. A six-month interval occurred between pretesting and posttesting of the students on the *California Achievement Test* in accordance with the RMC Corporation reporting system used by Title I.

Various combinations of categories on the *Time Schedule* were correlated with student achievement by Pearson Product-Moment correlations and stepwise multiple regression procedures. Reading achievement was measured by both group gain and by individual gain.

Results of the Study. The categories on the *Time Schedule* classified as time-in behaviors were not related to either measure of student achievement at the .05 level of significance. There was no significant difference between either report of student achievement at the .05 level of confidence. No individual categories of behavior correlated with group reading achievement at the .01 level of confidence. In addition, the categories comprising verbal interaction activities were not related to group reading achievement at the .05 level of confidence.

Conclusions. Neither the total time-in behavior, nor the individual categories of behavior, nor the verbal interaction activities of educationally disadvantaged students and their teachers seem to be directly related to the subsequent reading achievement of the students. The implications for further research suggest that either motivational factors or the appropriateness of the instruction may be more directly related to the student reading achievement of educationally disadvantaged students. This implication is suggested by the negative correlations of some time-in behaviors and the positive correlations of some time-out behaviors with group reading achievement. Although these correlations are not significant, they do provide direction into fruitful areas for future research.

EFFECT OF TEACHER SELF-CONCEPT ON PUPIL READING ACHIEVEMENT Order No. 8105153

DOUCK, JANICE MARIE WIRTH, ED.D. *Ball State University*, 1980. 101pp. Chairman: Dr. Donovan Lumpkin

The purpose of the study was to investigate relationships between teacher self-concept and pupil reading achievement at the first and second grade levels. Research has verified the relationship between teacher self-concept and pupil self-concept as well as between pupil self-concept and reading achievement. A logical extension would seem to be that teacher self-concept is related to pupil reading achievement. However, this assumption does not appear to have been thoroughly investigated. This study was designed to investigate that relationship.

The subjects included 275 pupils and the thirty-two teachers to whom these pupils were assigned in first and second grades. The sample was drawn from four elementary schools in a large midwestern city. Criteria for selection of schools included random assignment of pupils to both first and second grade self-contained classrooms during the 1977-78 and 1978-79 school years.

Instruments employed in the study included the *Index of Adjustment and Values* administered to assess global self-concept of teachers. The discrepancy score (Self-Ideal Self) was used as a basis for classifying teachers into groupings designating range of discrepancy from minimal to maximal. The *SRA Assessment Survey Achievement Series*, administered to pupils as part of the regular testing programs within the school corporation, provided the data on reading achievement.

After teacher discrepancy scores were computed, rank ordered, and subdivided into three sections for each grade, these were designated as minimal discrepancy score (Mi DS), medium discrepancy score (Me DS), or maximal discrepancy score (Mx DS). Nine groups representing the nine possible combinations of teachers grouped by discrepancy scores were devised. The reading achievement scores obtained by pupils at the end of second grade were then placed into the appropriate groups based on the designations of their first and second grade teachers. Mean reading achievement scores and standard deviations for pupils in each group were computed.

The following null hypotheses were tested: (1) No significant relationships exist between teacher self-concept and pupil reading achievement when pupils are identified on the basis of assignment in first and second grades to teachers manifesting varying degrees of discrepancy between self-concept and ideal self-concept. (2) No significant differences exist in the reading achievement of pupils having had either a first or second grade Mi DS teacher and pupils who did not. (3) No significant differences exist in the reading achievement of pupils having had either a first or second grade Mx DS teacher and pupils who did not. (4) No significant differences exist in the reading achievement of pupils having had a Mi DS first grade teacher and pupils who did not.

A one-way analysis of variance technique comparing the differences of the means within and between groups was employed. No significant differences were found. Therefore, none of the four null hypotheses was rejected.

The most obvious conclusion to be drawn was that teacher self-concept, when assessed by the IAV which provides a global measure, revealed no significant relationship to pupil reading achievement. However, it is possible that several dimensions of self-concept exist and variables demonstrated in the classroom may not have been adequately measured by the self-concept instrument. Also, it is possible that the self-concepts of other, more significant adults such as parents exert a greater influence on children's reading achievement than the self-concept of the teacher. It was recommended that further studies be conducted to investigate these implications.

THE RELATIONSHIP OF CARDIOVASCULAR FITNESS AND AGILITY MEASURES TO READING ACHIEVEMENT SCORES AND LETTER GRADES IN GRADES THREE AND FIVE

Order No. 8104337

EGGETT, LARRY NICHOLAS, ED.D. *Texas Woman's University*, 1980. 156pp.

Purpose of the Study. The purpose of this study was to determine (1) if, in fact, there is a significant statistical relationship between the physical fitness of elementary school children and their reading achievement and (2) if so, to determine whether such a relationship holds constant across varying ages and different dimensions of physical fitness such as fine motor skills, gross motor development, and basic physiological functioning.

Procedure. A sample of 180 elementary students in grades three and five was drawn from two middle class suburban schools and tested. Two measures of physical fitness were obtained: (1) *Cardiovascular Fitness Test for Elementary School Children* and (2) *Illinois Test of Agility.* One measure of the teacher's perceptions of physical stereotypes was obtained from the *Rutgers Social Attribute Inventory.* The effects of IQ and socio-economic status were partialed out of the statistical analyses of effects on reading achievement and letter grades through the use of co-variance procedures.

Findings. The study revealed that a relationship between agility and reading letter grades exists but that it has a small direct influence. Its influence is enhanced when a measure of the effects of teacher perception upon agility is included in the analysis. Further, the direction of its influence is reversed by adding the interaction terms.

Conclusions. (1) IQ was significantly correlated with reading achievement scores. (2) Socio-economic status was not significantly correlated with reading achievement scores. (3) Cardiovascular fitness was not significantly correlated with reading achievement scores. (4) Agility fitness was not significantly correlated with reading achievement scores. (5) IQ and socio-economic status were not significantly correlated with reading letter grade. (6) Cardiovascular fitness was not significantly correlated with reading letter grade although it closely approached significance. (7) Agility was significantly correlated with reading letter grade. (8) There was a significant relationship between cardiovascular and agility test scores. (9) There was no significant relationship of the student cardiovascular fitness scores and their reading achievement scores with increased grade level. (10) There was a significant relationship of the student agility scores and their reading achievement scores with increased grade level. (11) There was no significant difference between agility or cardiovascular scores as relating to reading achievement scores for either grade three or grade five. (12) There was no significant difference between agility or cardiovascular scores as relating to reading achievement scores for either grade three or grade five. (13) IQ is the best predictor of reading letter grade and agility is a close second.

HOW HIGH SCHOOL STUDENTS OF THREE LEVELS OF READING ACHIEVEMENT PERCEIVE THE READING PROCESS

Order No. 8104338

ELDER, JANET ARDEN RENFRO, PH.D. *Texas Woman's University*, 1980. 273pp.

The purposes of this study were to investigate (a) how ninth graders of three levels of reading achievement perceive the reading process, (b) the within-group and within-subject consistency of the information elicited by the four data-gathering instruments, and (c) subjects' instructional models of reading.

On the basis of a standardized reading test score and teacher judgment, five subjects were selected at each of three reading levels: low (3.5 to 4.9), middle (6.5 to 7.9), and high (8.5 to 10.9). All 15 subjects were enrolled in a large, urban high school, spoke English as their first language, and possessed normal or above-average intellectual ability, according to test scores in their cumulative records. Both sexes and three ethnic groups (Anglo, Black, and Mexican-American) were represented in the sample.

Four instruments (an Open-Ended Interview, a Forced-Choice Questionnaire, Silent Reading Task Cards, and Oral Reading Task Cards) were used to gather data. The Interview and Questionnaire were developed from the *Burke Reading Inventory*, modified after pilot testing. The Questionnaire, a printed form of the Interview, contained a decoding-focused and meaning-focused response for each question. The subject, following along as the examiner read aloud, selected the response which better represented his/her beliefs. Two concrete tasks were also used to see if information consistent with stated perceptions was elicited. The Silent Reading Task Cards (SRTC) and Oral Reading Task Cards (ORTC) consisted, respectively, of an Intact or Corrected passage and four passages altered linguistically to reduce meaningfulness to varying degrees. Subjects were asked to decide whether each SRTC was "readable" and to explain why (not). They were asked to evaluate the taped oral reading of each ORTC (after following along on an unaltered, printed version), to explain their rating and tell whether the reader had comprehended what had been read. The SRTC was based on a task Canney and Winograd developed; the researcher developed the ORTC. Some data were analyzed statistically using one-way ANOVAs, Duncan Multiple Range tests, a *t*-test, and chi-square tests of independence. The remainder was analyzed and reported descriptively.

Findings of the study revealed that (a) there was a relationship between subjects' reading levels and their perceptions of the reading process. The three groups conceptualized the reading process differently from each other: the low group perceived it primarily as a decoding process; the middle group viewed it as both a decoding and comprehending process; the high group conceptualized it as a meaning-getting process. The low readers indicated that they used fewer and less flexible strategies and were more dependent upon external help (from a teacher, parent, etc.) than did the other groups. The low readers believed that the main difference between them and "good" readers was that the good readers could decode more rapidly and/or accurately. The ability to evaluate accurately the comprehensibility of written material and to assess correctly an oral reader's comprehension of what had been read increased as the reading levels of the groups increased. (b) In general, the high group demonstrated the greatest within-group consistency in its responses, followed by the low and middle groups, respectively. The majority of subjects gave consistent responses across the instruments. (c) More low readers had experienced and adopted a decoding instructional model of reading; middle readers, a decoding and meaning model; and high readers, a comprehension-centered model.

Two educational implications of this study are: (a) Teachers should be aware of their own theoretical orientations toward the reading process and that of students. (b) Teachers should employ materials and methodologies which stress meaning as the primary goal of reading. Direct teaching about the nature of the reading process may also be warranted.

A STUDY OF FIRST-GRADERS' READING ACHIEVEMENT AS A FUNCTION OF TEACHER-STUDENT EXPECTANCY

Order No. 8104070

FUNDERBURG, CRAIG SLATON, PH.D. *The University of Alabama*, 1980. 140pp.

The operant nature of the teacher-student expectancy relationship was examined to determine its influence on reading achievement in first-graders. Based on the relationship between the teacher's and student's expectancies for the child's achievement in reading (the independent variable), three treatment groups were formed: (a) Experimental Group I (Teacher Discrepant) consisted of subjects whose teacher's expectation for the child's achievement in reading was above the student's expectation; (b) Experimental Group II (Student Discrepant) consisted of subjects whose expectations for achievement in reading were above their teacher's expectations for them; and (c) the Control Group (Teacher and Student Consonant) consisted of subjects whose expectations for achievement in reading were consistent with their teacher's expectations for them. Hypotheses were formed to determine if the differential treatment associated with each level of the independent variable would lead to a significant difference in reading achievement and to examine the stability of teacher and student expectancies for the child's reading achievement.

Since intelligence was known to be a concomitant variable affecting reading achievement, Analysis of Covariance was used to compare the mean reading achievement scores from the treatment groups while statistically equating for the influence of intelligence. After obtaining a significant *F*-ratio, Tukey's Honestly Significant Difference *t*-tests were applied to the adjusted group means in order to identify the differences between the groups.

In order to examine the stability of teacher and student expectancies for the child's reading achievement, Partial Correlation Coefficients were calculated between the expectancy variables and intelligence. When this statistic was calculated, the effect of intelligence was removed and the residual relationship between the expectancies determined. Additionally, *t* tests between the Partial Correlation Coefficients within each treatment group were calculated.

Results of the statistical analyses indicated that: (1) Experimental Group II had a significantly lower adjusted mean reading achievement score than either Experimental Group I or the Control Group. These findings were interpreted as indicating that optimal performance in reading, as measured by a standardized reading achievement test, is achieved when the teacher-student expectancy relationship is one of consonance or teacher elevated discrepancy. Less than optimal performance in reading occurs, however, when the teacher-student expectancy relationship is one of student elevated discrepancy. Viewed from the perspective of teacher influence, the operant nature of the teacher-student expectancy relationship manifests itself in the direction of the teacher's expectancy. (2) Within the Control Group, after formulating an expectancy for reading achievement based on a three point rating scale, teacher expectancies are significantly more stable than student expectancies. Within Experimental Group I and Experimental Group II, however, the stability of teacher and student expectancies was not significantly different. Furthermore, the loss in correlation between teacher-student expectancies assessed at the beginning and end of the school year represented the movement of student expectancies away from teacher expectancies although the change only reached significance within the Control Group.

THE EFFECTS OF FOCUSING ATTENTION TO RELEVANT FEATURES OF A READING TASK ON THE PERFORMANCE OF SECOND AND FOURTH GRADE LOW-ACHIEVING READERS

HANSEN, CAROLYN CHARLENE, ED.D. *University of Southern California*, 1980. Chairperson: Professor Grayce Ransom

Problem and Purpose. This investigation was designed to determine whether focusing attention of low-achieving readers on the distinctive feature of a phonic generalization could effect change in pupil performance of that task.

Procedure. Eight second grade and eight fourth grade classrooms in a suburban school district in Northern California participated in the present investigation. There were two phases to the study. The first phase gathered data on students and particular reading materials used in the schools. Subsequent to this phase of the study, a quasi-experimental, pretest, posttest, control group design was used to assess the effects of attention-focusing strategies on the measured performance of pupils. For this phase of the study, the independent variable was procedure (focusing attention to the critical feature). The classificatory variable was grade level (second and fourth). The dependent variable was achievement as measured by selected criterion-referenced tests from the Ginn 360 Basal Readers. A series of null hypotheses was formulated for the second phase of the study and the .05 level of confidence was established as the level for acceptance or rejection of these hypotheses.

Selected Findings. (1) Teachers who intentionally focused the attention of their low-achieving readers to the relevant features of a phonic generalization, could effect change in pupil performance of that task at the second grade level. (2) Likewise, at the fourth grade level, teachers who intentionally directed the attention of their low-achieving readers to the critical feature of a phonic generalization, could effect change in pupil performance of that task. (3) The effects of the treatment for both the younger and the older students were evident after an interval of two months had elapsed. Tests of significance exceeded the .05 level of confidence.

Conclusions. (1) The present investigation appears to lend support to the theory that the ability to selectively attend to the relevant aspects of the stimulus is developmental in nature. (2) Children who have a lag in reading ability may be assisted in learning by having their attention directed to the relevant aspects of the stimulus. (3) The effect of the treatment was evidently so powerful that even though the experimental groups scored significantly lower than the comparison groups on the pretest, they outscored the comparison groups on both pottest 1 and pottest 2.

Recommendations. (1) Teachers should help students to make difficult discriminations by providing them with opportunities to learn to attend to the relevant aspects of a stimulum. This is especially true for reading disabled students. (2) Teachers who group students for the purposes of reading instruction should not employ the same teaching strategies for all the groups. (3) Continued research in selective attention as it relates to reading achievement is needed. (4) Publishers of basal readers should place attention-directing strategies in the teacher's manuals for teachers to use with specific populations of students. (5) Additional studies should be attempted using different socioeconomic status students, different aged students, additional reading materials, a larger student population, and an extended time period for the classroom phase of the study.

PIAGETIAN CONSERVATION TASKS AS PREDICTORS OF FIRST GRADE ACHIEVEMENT IN READING AND MATHEMATICS

Order No. 8101792

HELM, ESTELLE BAILEY, ED.D. *Memphis State University*, 1980. 80pp. Major Professor: Arthur E. Garner

Purpose. The purpose of this study is to determine whether individually administered conservation tasks based on the work of Jean Piaget will be satisfactory predictors of first grade reading and mathematics achievement. The design selected for use in the study measured the ability of children's scores on a test composed of Piagetian conservation tasks to predict first grade children's scores on reading and mathematics tests.

Procedures. Students in the two first grade classrooms in West Jackson School were chosen for the study. The Concept Assessment Kit: Conservation, consisting of eleven unscored and twelve scored Piagetian tasks, was administered to the students. Students were also given the oral reading subtest of the Gates-McKillop Diagnostic Test, and the reading and mathematics subtests of the Stanford Achievement Test.

Statistical techniques used to analyze the data were Pearson product-moment correlation coefficients, t-tests, and analysis of variance. For the hypothesis testing, a minimum significance level of .05 was referenced. The hypotheses of the study investigated the correlation between scores on the Piagetian conservation tasks and reading and mathematics scores, the statistical differences between the means of scores of students in low, medium, and high conserver groups, and the ability of the Piagetian tasks to predict reading and arithmetic performance without regard to gender or race.

Findings. (1) There was a positive correlation, significant at the .002 level, between scores on the Piagetian tasks and scores on an oral reading test. (2) There was a positive correlation, significant at the .001 level, between scores on the Piagetian tasks and scores on the reading and mathematics subtests of a first grade achievement test. (3) After students

were divided into low, medium, and high conserver groups on the basis of scores on the Piagetian tasks, there was found to be a statistically significant difference between scores of the high and the low conserver group. There was not a statistically significant difference between scores of the medium conserver group and either of the other two groups. (4) There was no statistically significant difference between the scores of boys and girls on the Piagetian tasks. The Piagetian tasks, however, were not as good predictors of reading and mathematics scores on the first grade achievement test for non-white children as for white children.

Conclusions. The correlation between scores on the Piagetian tasks and achievement test scores indicates that the tasks will serve as satisfactory predictors of first grade reading and mathematics achievement as measured by scores on an achievement test. The statistically significant difference between scores of the low conserver group and the high conserver group indicates that these scores may be used for the initial formation of reading and mathematics groups by first grade teachers.

According to the data of the study, Piagetian tasks are equally good predictors of scores on achievement tests for boys and for girls. They are not as good predictors of achievement test scores for non-white students as for white students. Their usefulness is thus impaired.

Recommendations. It is recommended that research involving the effects of race and of socio-economic level on performance on Piagetian tasks be carried out. It is also recommended that the Piagetian tasks include tests for cognitive structures, other than conservation, which are associated with the concrete-operations period as described by Piaget. Scores on criterion tests based on classroom instructional material might be compared with scores on Piagetian tasks. The usefulness of Piagetian tasks for early identification of bright children and of retarded children might be investigated.

A COMPARATIVE STUDY BETWEEN THE READING ACHIEVEMENT LEVELS OF STUDENTS IN A COMBINATION/UNGRADED CLASS AND STUDENTS IN A GRADED CLASS

Order No. 8105442

HIGGINS, JUDITH JAMES, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 122pp. Major Professor: R. Wilburn Clouse

The purpose of this study is to compare reading achievement in the traditional graded class with reading achievement in the combination/ungraded class.

The population used in this study included 253 elementary public school students in the East Baton Rouge Parish School System. This number represented the total number of third, fourth, and fifth grade students at Buchanan, Polk, and Zion City Elementary Schools. Of the 253 students consenting to being included in this study, 241 had both pretest and posttest scores on all test items, representing 95 percent of the responses usable for the purposes of this study.

This study specifically investigates the differences in reading achievement between children in ungraded elementary classes and children in traditional graded classes. In addition, this study reviews much of the background literature on the development and instructional organization of elementary schools. More specifically, it discusses the idea that many attempts have been made to modify the existing conventional graded school organization due to the wide range of student diversity.

Form F of the Metropolitan Reading Test was administered to measure the reading achievement of the students.

Results. The results of this study showed the main effects to be in agreement with the stated hypothesis. There were no significant differences between the scores made on the standardized reading test by students taught reading in a nongraded class and those taught reading in a graded class.

Comparing the means between the ungraded and graded classes on the Metropolitan Reading Test revealed that the means in stanines from pre to posttests were slightly higher for the ungraded classes than the graded classes. It was also indicated that the ungraded classes had a higher percentage of students performing on or above the average stanine than did the students in the graded classes, 31 percent as compared to 15 percent.

The means in Percentile Ranks on the Metropolitan Reading Test revealed that the ungraded classes scored significantly higher than the graded classes. Based on frequency and percentage distributions, the general conclusion drawn from the results is that the nongraded classes had a higher percentage of students performing on or above the average percentile rank than the graded classes, 19 percent and 9 percent respectively.

Conclusions. In terms of the hypotheses set forth at the beginning of the study, the evidence revealed by the investigation led to the following conclusions: (a) the average gains in Raw Scores and Stanines for the Total Test and the four subtests, Word Knowledge, Word Analysis, Reading, and Spelling for the graded and nongraded classes was not significant; and (b) a significant difference was shown in the average gain in Percentile Ranks for the Total Test for the nongraded classes. The nongraded average percentile was higher than the graded average percentile.

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF FOUR READING PROGRAMS AS THEY RELATE TO THE READING ACHIEVEMENT OF SELECTED MIDDLE SCHOOL STUDENTS

HUDDLESTON, ERVIN LEROY, ED.D. *Texas Tech University*, 1980. Chairman: Dr. John Rogers

The study was designed to compare the effectiveness of Science Research Associates' *Reading Lab IIIa*, Educational Developmental Laboratories' *Controlled Reading Materials*, Follett Publishing Company's *Venture I Reading Incentive Program*, and Houghton Mifflin Company's *Serendipity* as they relate to the reading achievement of selected middle school students.

Three hundred and twenty seventh and eighth graders were selected at random from the student body at Andrews Middle School, Andrews, Texas. They were then assigned to one of four instructional groups. Each group used one of the four reading programs for a period of six weeks.

The basis of comparison was the Nelson Reading Skills Test, Form 4. Each of the following null hypotheses was tested in the areas of word meaning, reading comprehension, and reading rate: (1) There will be no significant differences in measured reading ability among the four groups which can be related to the use of the selected reading materials. (2) The intelligence of the students will not influence the effectiveness of the selected reading materials as they relate to reading achievement at the middle school level. (3) The students' prior achievement in reading will not influence the effectiveness of the selected reading materials as they relate to reading achievement at the middle school level. (4) The sex of the students will not influence the effectiveness of the selected reading materials as they relate to reading achievement at the middle school level. (5) There will be no significant interrelationships among intelligence, prior achievement in reading, and sex of the students which influence the effectiveness of the selected reading materials as they relate to reading achievement at the middle school level.

Statistical treatment included the use of the t-test of difference between two independent means, single classification analysis of variance, the Scheffé procedure for internal comparison of means, and multiple classification analysis of variance. The .05 level of confidence was used throughout the study.

The results of the study warrant the following conclusions: (1) None of the selected materials is most effective for all students. (2) Student intelligence is directly related to the effectiveness of reading materials in the areas of word meaning and reading comprehension. The same is not necessarily so with regard to student intelligence and reading rate. (3) *Controlled Reading Materials* tend to be more effective than the other materials for higher ability students. *Serendipity* tends to be more effective for lower ability students. (4) Sex of the students is not related to the effectiveness of the selected reading materials. (5) The students' prior level of success in reading is directly related to the effectiveness of reading materials in the areas of word meaning, reading comprehension, and reading rate.

CHILDREN'S ASSOCIATION WITH AN OLDER AFFILIATED FAMILY, READING ACHIEVEMENT, AND ATTITUDES TOWARD THE ELDERLY

Order No. 8102770

JAMES, JEAN ROPER, PH.D. *University of South Carolina*, 1980. 122pp.

This study examined the relationship between second grade children's association with an older affiliated family, reading achievement, and attitudes toward the elderly.

Seventy-seven second grade children from five elementary schools in a small urban community in South Carolina composed the sample for the study. An Affiliated Family Questionnaire was completed by parents to determine whether or not their children were associated with persons sixty years of age or older, either related or non-related, and either residing in the home or living close enough to the family to maintain a supportive relationship with the child one or more times per week. Forty children were found to have such an association and were placed in a group labeled OAF. Thirty-seven children lacked such an association and were placed in a group labeled WOAF.

Reading achievement was measured by children's grade level scores on the Word Reading and Reading Comprehension Subtests of the Stanford Achievement Test, Primary Level II, Complete Basic Battery, 6th edition. Children's knowledge of and feelings and behaviors toward the elderly were measured by The Children's Attitudes Toward the Elderly interview (The CATE), an individually administered instrument.

Three hypotheses were tested: (H_1) There will be a positive relationship between the reading achievement of second grade children and their association with an older affiliated family. (H_2) There will be a differential relationship between reading achievement and presence of an older affiliated family for boys and for girls. (H_3) There will be a positive relationship between attitudes of second grade children toward the elderly and their association with an older affiliated family.

The first hypothesis and portions of the third hypothesis were tested using t-tests. The second hypothesis was tested using a two-way (family affiliation*sex) analysis of variance. The majority of data with respect to the third hypothesis was analyzed using the chi-square technique.

The first hypothesis was supported by the data. Children with older affiliated families scored higher in word reading than did children without older affiliated families ($p < .05$). The difference between the two groups of children on reading comprehension bordered on statistical significance ($p = .057$). In combination, however, the results with respect to reading achievement were supportive of the first hypothesis.

The second hypothesis was not supported by the data. The relationship between association with an older affiliated family and reading achievement was quite similar for boys and girls.

The third hypothesis was only partially supported by the data. There was a statistically significant relationship between association with an older affiliated family and children's attitudes toward the elderly in these areas: (1) A greater number of children with older affiliated families had affective knowledge of the elderly. (2) Children with older affiliated families described the elderly less often in physical terms and were less negative when they did so. (3) There was a positive relationship between association with an older affiliated family and children's ability to order a series of pictures of adult males into appropriate age sequences, from youngest to oldest.

A COMPARISON OF SYNTACTIC WRITING MATURITY WITH READING ACHIEVEMENT

Order No. 8107675

JOHNSON, NORMA RUTH, ED.D. *East Texas State University*, 1980. 118pp. Adviser: Bill Bryant

Purpose of the Study. The purpose of this study was to investigate the relationship between syntactic writing maturity and reading achievement.

Procedure. The subjects for this study consisted of a stratified random sample chosen from 283 students in the third, fourth, fifth, and sixth grades at Travis Elementary School in Greenville, Texas. At each grade level two black females, ten whites females, two black males, and ten white males were selected for a total population of ninety-six.

As a measure of reading achievement, the *SRA Achievement Series*, 1978 edition, was given to the selected population. Because three different forms of the test were given, the standard score called growth scale value was used to make the comparisons with the writing scores.

In order to measure syntactic writing maturity, a free writing sample of at least one hundred words was obtained from each student. Each sample was then individually analyzed to determine the number of words/T-unit, the number of words/clause, and the number of clauses/T-unit.

Findings. Based on a statistical analysis of the data, the findings of this study were: (1) For the total group statistically significant correlations were found for the three syntactic writing measures. The syntactic measure that was significant with each of the three reading scores was words/T-unit. Words/clause correlated significantly with reading vocabulary and with total reading. Clauses/T-unit correlated significantly with reading comprehension. (2) For grade three statistically significant correlations were found for two syntactic writing measures: words/T-unit and clause/T-unit. Words/T-unit correlated significantly with reading vocabulary and with total reading. Clauses/T-unit correlated significantly with reading comprehension. (3) For grade four no statistically significant correlations were found. Six of the nine correlations at this level were negative. (4) For grade five statistically significant correlations were found for one syntactic writing measure: words/clause. Words/clause correlated significantly with reading vocabulary and with total reading. (5) For grade six no statistically significant correlations were found. (6) For the total males statistically significant correlations were found for two syntactic writing measures: words/T-unit and clauses/T-unit. These two syntactic measures correlated significantly with all three reading measures. (7) For the total females only one statistically significant correlation was found: between words/clause and vocabulary. (8) Words/clause increased significantly between grade three and grade six. There were no other significant increases between grades for the three writing measures.

Conclusions. The results of this study appear to warrant the following conclusions: (1) All three syntactic writing measures correlated significantly with one or more of the reading measures although more non-significant correlations than significant ones were found. (2) More statistically significant correlations were found between the writing measures and vocabulary than between the writing measures and comprehensions. (3) Because they increase by grade level, the most useful syntactic writing measures at this level appear to be words/T-unit and words/clause. (4) No statistically significant correlations were found for grades four and six. Six out of nine correlations obtained for grade four were negative although these correlations were not statistically significant. (5) Significant correlations were found for six out of the nine correlations for the males while only one correlation was statistically significant for the females.

AN ETHNOGRAPHIC INVESTIGATION OF THE INFLUENCE OF THE HOME ENVIRONMENT ON THE DEVELOPING READING SKILLS OF FIRST GRADE CHILDREN

Order No. 8100076

KINGORE, BERTHA WILHELM, PH.D. *North Texas State University*, 1980. 242pp.

This study described (a) the factors and activities in the home environment which appear to affect children's reading competence and affective dimensions of reading, (b) the parents' language style when interacting with their children, (c) the rate of reading acquisition for children from differing home environments, and (d) observable behaviors as children learn to read.

The subjects of this study were three boys and three girls at different levels of reading readiness. In order to control the teacher variable, the subjects were randomly selected from a single first-grade classroom.

The majority of the data from this study was collected through systematic and ongoing observations in the home environment of each subject. However, one important strategy of the data collection was to corroborate the propositions formed in the home environment with observations of the subjects' patterns of behavior in their school classroom and in their school library. Other relevant kinds of data included subject interviews, parent interviews, a teacher interview, test results and educational records. Data were gathered and analyzed for eight months and involved over 6,600 minutes of observation.

The conclusions of this study are based on data from six subjects and their families. Within the limitations of this study, the following conclusions have been formulated. (1) The home environment is a definite and ongoing influence on a child's development of reading skills. (2) A child's intrinsic interest in learning to read may be encouraged by the human interactions

with print in the child's environment. (3) In these homes of upper-middle socioeconomic status, an abundance of print and manipulative materials may be necessary but not sufficient factors in the development of reading competency by beginning readers. (4) Children's reading competency and affective dimensions of reading are both positively influenced by being read to frequently. (5) Children, regardless of their level of readiness or subsequent degree of reading competency, unanimously demonstrate positive responses toward someone reading to them. (6) Opportunities to observe and model family members engaged in reading activities may be related to children's intrinsic motivation to learn to read and their reading competency. (7) Parents' perception of reading is important inasmuch as it ultimately influences the quantity and quality of the reading activities in the home. (8) Regardless of whether parents themselves are active readers, they uniformly endorse the importance of their child learning to read well.

RELATIONSHIPS AMONG HOME LITERARY ENVIRONMENT, PARENTAL EDUCATIONAL LEVEL, INSTRUCTIONAL METHOD, INTELLIGENCE, ETHNICITY, AND READING ACHIEVEMENT AT THE END OF FIRST GRADE

Order No. 8103113

KOCHEN, CINDA LOU, PH.D. *University of Colorado at Boulder*, 1980. 161pp. Director: Professor Donald E. Carline

There is evidence which suggests that differences in school achievement to a great extent are correlated with different sets of features found in students' home environments. The intent of this study was to determine the relationship of children's home literary environments to their first grade reading achievement. The ultimate goal was to derive the relative importance of this environment in predicting achievement, as compared to the covariates of socioeconomic status, ethnicity, intelligence, sex of the child, and instructinal method used to teach first grade reading. In this study, home literary environment was limited to twenty-two features within the child's home that were concerned with reading and reading materials and were measured by the home environment questionnaire used in the study.

The study involved 325 first grade students from five different schools in a Colorado school district, described as having rural, suburban, and small city characteristics. Data were gathered on students' reading achievement as measured by both their performance on the Standard Reading Achievement Test and by their teachers' ratings of their reading achievement. Students' intelligence was measured by their performance on the Ammon's Quick Test. Additionally, the quality of their literary environment, as indicated by both their own and their parents' responses to a questionnaire developed by the researcher, (241 parents responded) was measured.

Parental educational level, ethnicity, sex of the child, intelligence, and home literary environment were all found to be correlated with reading achievement. Moreover, in an analysis of covariance, where the effects of parental educational level, ethnicity, sex of the child, and intelligence were subtracted out, a significant main effect for home literary environment was still found. In a stepwise multiple regression analysis, where each variable is allowed to enter on the basis of which predicts the most variance, home literary environment was shown to surpass all other variables in predicting first grade reading achievement. Even in a hierarchial multiple regression analysis, where the effects of home literary environment were minimized by forcing it to enter last, home literary environment still predicted the most variance.

After home literary environment, the second best predictor of reading achievement was sex of the child, followed by parental educational level, ethnicity, and intelligence. The role of intelligence was much lower than expected, perhaps because of questionable validity of the Ammon's Quick Test. Instructional method was not found to be correlated with reading achievement.

Number of books in the home often has been used as a predictor of reading achievement. In this study, not only has number of books been included as a predictor; twenty-one other aspects of home literary environment also were used. Moreover, by using parental educational level, ethnicity, sex of the child, and intelligence in a multiple regression equation, the explanation that number of books in the home is merely a reflection of the parents' socioeconomic status or the child's intelligence was found to be unsatisfactory.

The high correlation found in this study between home literary environment and reading achievement in first grade suggests that home living habits are strongly related to children's reading achievement. These results are encouraging, as a child's home literary environment has the potential to be altered (socioeconomic status and intelligence are less easily altered) to improve success in reading achievement.

Whether this high correlation between home literary environment and reading achievement is maintained in older children remains to be seen. Further investigation into this aspect of home literary environment is needed.

DIFFERENTIAL EFFECTS OF HIGH AND LOW ACHIEVEMENT ON ORAL CLASSROOM READING

Order No. 8104668

MITCHELL, CAROLYN ANN, ED.D. *Ball State University*, 1979. 47pp. Chairman: Dr. Kenneth L. Joy

The purpose of this study was to examine the effects of the presence of peers upon the oral reading performance of high achieving and low achieving students in a regular classroom setting.

Related literature and research in the area of social facilitation has indicated that the presence of an audience serves to increase drive level. The interaction of drive level and habit strength results in the emission of dominant responses. During early stages of learning, incorrect responses are dominant since a response hierarchy has not been established. As learning occurs and mastery level is approached, correct responses become dominant.

In order to relate these research findings to the classroom, subjects whose reading skills were below grade level were selected to represent those in the learning stage. Students whose reading skills placed them above grade level were selected to represent those in the mastery stage.

The research hypotheses were as follows: (1) The presence of peers will adversely affect a student's performance on an oral reading task when the instructional reading level of that student is below grade level. (2) The presence of peers will enhance a student's performance on an oral reading task when the instructional reading level of that student is above grade level.

Subjects were drawn from five fourth grade classes in two elementary schools in east central Indiana. A total of 76 subjects (34 low achievers and 42 high achievers) participated in the study. Participation in the study required that each student read orally at his instructional level a one hundred word passage in the presence of peers and again in isolation. Instructional levels were determined for each student through the administration of an initial placement test. This is a group test which is provided for each reading level to ensure that the student is placed at his/her instructional level. The passages read were drawn from supplementary materials provided with the basal reading series and designed for use at appropriate instructional levels. The passages were unfamiliar to the subjects. Data were collected in the classroom during the regularly scheduled reading period in an effort to maintain normal classroom atmosphere. The subject's performance was tape recorded under each treatment condition. These tape recordings were later scored by a panel of judges. Responses which were scored as errors were miscues, repetitions, insertions, and omissions. The dependent variable was the subject's oral reading performance under each of the two treatment conditions. Oral reading performance was selected as the dependent variable because it represents not only an observable, measureable variable, but also an established classroom activity.

A repeated measures design was utilized to investigate differences in performance of high achievers and of low achievers under audience present and audience absent conditions. Since the research hypotheses were directional in nature, a one tailed *t* test for correlated groups was selected to determine the statistical significance of the differences between means using the .05 level of confidence.

Results of statistical analysis revealed that there was no significant difference between the oral reading performance of either the low achieving or high achieving groups under audience present and audience absent conditions. Thus support was not found for the research hypotheses that the presence of an audience would adversely affect the oral reading performance of low achieving subjects and enhance the performance of high achieving subjects.

THE RELATIONSHIP OF BIORHYTHMS TO ACADEMIC PERFORMANCE IN READING

Order No. 8110431

PEVETO, NATALIA LAVONNE BRACKIN, ED.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1980. 228pp. Supervisor: Associate Professor E. Jean Andrews

This study was an investigation to determine if a relationship existed between the twenty-three day physical, twenty-eight day emotional and the thirty-three day intellectual biorhythm cycles and academic achievement in reading. If a relationship existed between the learning potential of a student and the low, critical and high levels of the biorhythm cycles, instructional techniques could be designed to capitalize on the internal fluctuations of each learner. It was hypothesized that there would be a significant relationship between the academic performance of a student in reading and the high, low and critical positions of the twenty-three day physical, twenty-eight day emotional and the thirty-three day intellectual biorhythm cycles at the .05 level of confidence.

The academic performance of fifty Title I remedial reading students was recorded daily for sixty-six consecutive days, excluding weekends, during a period beginning January 22, 1980, and ending March 28, 1980. A 2 x 3 group chi square factoral design was used to test the relationship of the biorhythm cycle position and academic performance in reading. Scores which fell above or below the individual mean of each student were grouped according to each biorhythm cycle: twenty-three day physical, twenty-eight day emotional and the thirty-three day intellectual. Each cycle was analyzed separately in order to identify the possible effect that high, low or critical positions might have on academic performance in reading.

Based upon analysis of the statistical data, the following findings were reported: (1) There was no significant difference in the academic performance of a student in reading and the high, low or critical position of the physical biorhythm cycle. (2) There was no significant difference in the academic performance of a student in reading and the high, low or critical position of the emotional biorhythm cycle. (3) There was no significant difference in the academic performance of a student in reading and the high, low or critical position of the intellectual biorhythm cycle.

Hypotheses one, two and three were rejected at the .05 level of confidence. It was concluded that the high, low and critical positions of the twenty-three day physical, the twenty-eight day emotional and the thirty-three day intellectual biorhythm cycles did not affect academic reading performance in Title I remedial reading students.

THE RELATIONSHIP OF METALINGUISTIC AWARENESS TO READING ACHIEVEMENT

Order No. 8029784

PFRIMMER, MARY ELLEN, PH.D. *University of Washington*, 1980. 216pp. Chairperson: Professor Dianne Monson

The purpose of this study was to investigate the degree and nature of the relationship between metalinguistic awareness and reading achievement. The prognostic power of early metalinguistic awareness in predicting later reading achievement was also determined. Instruments for measuring several metalinguistic awareness variables were developed.

A pilot study involving 26 first and second graders was conducted in order to develop the Metalinguistic Awareness Instrument (MAI). A field study involving 29 first graders and 20 second graders was then conducted in order to assess the relationship of metalinguistic awareness to reading achievement and to determine the power of early metalinguistic awareness in predicting later reading achievement. First graders were administered the MAI and one reading subtest in the fall; these subjects were retested on the MAI in the spring and were also administered five reading subtests. Second graders were administered the same tests as those administered to first graders in the spring.

Reliability and descriptive statistics were gathered for the pilot and field study versions of the MAI. Intercorrelations of the MAI subtests and age were also calculated. Partial correlational analyses controlling for age were conducted in order to determine the relationship between metalinguistic awareness and reading achievement. The relationship of early metalinguistic awareness to later reading achievement was also assessed by partial correlational analysis, controlling for age. Multiple regression analysis was performed in order to determine what combination of metalinguistic awareness variables was most predictive of later reading achievement.

Findings revealed that the MAI was quite reliable and that the MAI subtests intercorrelated quite highly. A strong positive relationship was found between metalinguistic awareness and reading achievement. For first and second graders, 67% of the variance in reading achievement was accounted for by metalinguistic awareness. Early total metalinguistic awareness was found to be highly predictive of later total reading achievement (.86). Multiple regression analysis revealed that phonemic segmentation was generally the best predictor of reading achievement in combination with other variables. However, syntactic acceptability was the best predictor of oral reading. Significant differences were not found in the strength of the correlations when first and second graders' partial correlation coefficients were tested for significance of the difference. Early metalinguistic awareness was found to be as strong a predictor of later reading achievement as concurrent measures of metalinguistic awareness and reading achievement. Age was not found to correlate significantly with metalinguistic awareness.

It was concluded that the MAI is a satisfactory measure, although the acceptability subtests might well be revised in order to raise the difficulty and variability levels. The theory that metalinguistic awareness is a prerequisite to reading achievement was upheld since the data conformed to predicted positive correlations; however, a causal interpretation requires experimental research. Phonemic segmentation and syntactic acceptability were the metalinguistic awareness variables most highly and consistently related to reading achievement. The combination of variables most predictive of reading achievement varied, however, with the reading skill being tested.

The implications of this study point to possible prognostic and diagnostic values of the MAI. Further experimental research needs to be conducted to determine causality. Phonemic segmentation and syntactic acceptability might be especially practical variables to manipulate in experimental research. Teachers in the classrooms might well conduct quasi-experimental research to determine if training in metalinguistic awareness improves reading skills, especially in the beginning stages. Tasks similar to those on the MAI might be used in the classroom along with other word play activities that appear feasible for increasing metalinguistic awareness.

THE EFFECT OF VERBAL ANALOGY INSTRUCTION ON THE READING ACHIEVEMENT OF SELECTED HIGH SCHOOL STUDENTS

Order No. 8028231

RIDER, WANDA LEE ALLENDER, PH.D. *The University of Mississippi*, 1980. 146pp. Director: Associate Professor Charles Sherwood

The Problem. The purpose of the study was to determine if secondary students would increase significantly in reading achievement with verbal analogy instruction. Other questions were to determine the effect of experimental treatment on subjects by race and sex.

Procedures. The study was conducted at Raleigh Egypt High School, Memphis, Tennessee during the school term 1978-79. A pretest-posttest control group design was used.

The population consisted of 96 subjects in the ninth grade who had been identified as deficient readers. To each of four classes, 16 subjects were randomly assigned. First and fourth period classes were selected at random for experimental treatment, and second and fifth period classes became the control group.

For the first 40 minutes of each period, students in each class were involved in activities of an intensive reading program. During the final 15 minutes, the experimental subjects received verbal analogy instruction. In control classes, activities used during first 40 minutes were extended through the final 15 minutes of period.

The Nelson Reading Skills Test was used to measure reading levels of students. This instrument provided a Total Reading score (TR) as a composite of two subtests, Word Meaning (WM) and Reading Comprehension (RC). Level C, Form 3 was administered as the pretest to both groups, and Level C, Form 4 was administered as the posttest. Since raw scores on the two forms were not equivalent, scores on each variable were converted to grade equivalent scores. The grade equivalent change from pretest to posttest (grade equivalent gain score) was the criterion variable used in study.

Findings. The data were analyzed with the *t*-test to determine whether there were significant differences between the experimental (verbal analogy) groups and the control groups in Total Reading, Word Meaning and Reading Comprehension. The findings were as follows: (1) There was a statistically significant difference at the .05 level between the increase in the Total Reading score of students in the experimental group (2.89 years mean gain), and students in the control group (2.01 years mean gain). (2) There was a statistically significant difference at the .05 level between the increase in the Word Meaning score of students in the experimental group (2.56 years mean gain) and students in the control group (1.8 years mean gain).

(3) There was a statistically significant difference at the .05 level between the increase in the Reading Comprehension score of students in the experimental group (2.99 years mean gain) and the control group (2.2 years mean gain). (4) There was no significant difference between white and black students or between males and females in experimental group on any of the variables.

Conclusions. Significant gains made by experimental group and control group could be attributed to the involvement of both groups in an intensive reading program, suggesting that there is value in an intensive reading program at the high school level.

The significant gains made by experimental group over control group could be attributed to verbal analogy instruction, and teachers using this approach can reasonably expect effectiveness for male and female as well as for white and black students.

RELATIONSHIP OF READING SUPERVISION AND CHILDREN'S READING ACHIEVEMENT

Order No. 8104498

ROSSER, JOAN DOUGLAS, ED.D. *Mississippi State University*, 1980. 54pp. Director: Dr. John P. Wollenberg

The research problem was to determine if there were significant differences in total reading achievement in the second, fourth, and sixth grades between the six county school systems in Alabama that had reading supervisors and six matched county school systems in the state of Alabama that did not have reading supervisors.

The group which contained counties with reading supervisors consisted of 51 schools with 7520 students in the second, fourth, and sixth grades. The control group (students with no reading supervisors) consisted of 42 schools with a population of 7355 students participating in the study. The students supervised in reading were matched with the students that were not supervised in reading as to socio-economic levels of the counties, school population, teacher certification, and teachers' years of experience. A questionnaire was sent to all county superintendents in Alabama to acquire all needed data.

All participating students in all schools in all matched counties had been administered the *California Achievement Test*, Form C, 1977 Edition. The second grades were administered the Level 12 test, the fourth grades were administered the Level 14 test, and the sixth grades were administered the Level 16 test. All 14,875 participating students were administered the tests during April, 1979.

Three null hypotheses were used in structuring the study. The null hypotheses stated that there would be no significant difference in the second, fourth, and sixth grades in total reading achievement between counties in Alabama with reading supervisors and those counties without reading supervisors.

A one-way analysis of variance model was used to analyze the data.

The data gathered in this study showed that, at the .05 level of significance, there were no differences in total reading achievement in the second, fourth, and sixth grades between students in Alabama who had reading supervisors and those students who did not have reading supervisors.

A STUDY OF THE RELATIONSHIPS BETWEEN STUDENT PERCEPTIONS OF ENVIRONMENTAL ROBUSTNESS AND MEASURES OF STUDENT READING ACHIEVEMENT AND STUDENT SELF CONCEPT

Order No. 8106895

SCHAFFER, CONSTANCE ANN COMYNS, PH.D. *Bowling Green State University*, 1980. 156pp.

Purpose. The purpose of this study was to investigate student perceptions of Home and Classroom Environmental Robustness as they related to measures of student reading achievement and student self concept. The degree of relationship between the two robustness measures were also investigated. Concomitantly the study was to provide a sound basis for further research to investigate the construct's value for the educational process.

Procedure. The study was conducted using the fourth and fifth grade students in ten elementary schools from a chosen city school system. A total of 685 students completed the instruments during the last week in April, 1980.

The instruments used in the study were: (1) Robustness Semantic Differential Scale (RSD) developed by Joseph Licata and Donald Willower, and adapted by Arlene Multhauf for use with fourth, fifth, and sixth grade students. The RSD was composed of four bipolar adjectives used to discriminate between the concept "dramatic" and "not dramatic."

The concept headings used with the RSD for the study were "My Home Is," and "My Classroom is"; (2) the Self Appraisal Inventory developed by the Instructional Objectives Exchange Commission was used to measure student self concept. The subscales *Family, Scholastic* and *Peer* in the Self Appraisal Inventory were also used in the study.

Findings. Significant relationships were found between Classroom Environmental Robustness, teacher given reading grades, and the California Achievement scores in reading. No significant relationship was found between Classroom Environmental Robustnes and Reading grade-level equivalency as determined by the Ginn Reading Series placement tests. Significant relationships were also found between Classroom Environmental Robustness and the Self Appraisal Inventory, as well as the subscales *Family, Scholastic* and *Peer.*

Home Environmental Robustness and student achievement scores in reading (teacher given reading grades, reading level, and California Achievement scores) failed to produce significant relationships. However, significant relationships were found between home Environmental Robustness and the Self Appraisal Inventory, as well as with the subscales *Family, Scholastic,* and *Peer.*

Correlations between the two robustness scales were also significant. All relationships were determined to be significant at the .05 level of confidence.

Conclusions. Environmental Robustness or "Dramatic tension producing climates" were positively related with student self concept, and in some instances with student achievment. Students who felt good about themselves, their families, and their schools as indicated by the Self Appraisal Inventory, rated both their home environment and their classroom environment to be robust. Students who were perceiving their homes to be robust also perceived their classrooms to be robust. Girls rated the classrooms more highly robust than the boys. A difference in the degree of robustness was also found among the ten schools in the study.

AN INVESTIGATION OF THE RELATIONSHIP OF PRESCHOOL TRAINING TO THE READING ACHIEVEMENT OF THIRD AND SIXTH-GRADE STUDENTS

Order No. 8102784

SCOTT, ANNE LOUISE, ED.D. *University of South Carolina*, 1980. 98pp.

Purpose of the Study. The purpose of this study was to determine whether four variables had an effect on the reading achievement of third and sixth-grade students. The variables were: first, the absence or presence of preschool training (five-year-old kindergarten); second, the type of preschool training (public or private); third, the form of curriculum practiced (academic or developmental); and fourth, an interaction between two or more of the variables.

Procedure. The 358 subjects were selected from four public elementary schools and one public middle school in a suburban area of Columbia, South Carolina. There were 174 third grade students and 174 sixth grade students who participated in the study.

Third-grade students were administered the Level I, Form S of the *Comprehensive Tests of Basic Skills* and sixth-grade students were administered the Level II, Form S, from which the Total Reading scores were utilized. Parents of the participants designated their socioeconomic status by indicating their educational and occupational levels on a questionnaire. The kindergarten teachers of the participants were contacted and requested to complete a Curriculum Emphasis Scale in order to determine the form of curriculum practiced.

Findings and Conclusions. There was evidence to support the fact that third-grade students with preschool training scored higher in reading achievement than children who did not have such training. There was no statistically significant differences in reading achievement between third and sixth-grade students who attended public or private schools or whether they had been exposed to an academic or developmental form of curriculum. This does not imply that there were no differences; it simply means the differences were not statistically significant for the variables tested. Third-grade students who attended private schools using an academic curriculum scored higher than students who attended private schools using a developmental curriculum. Third-grade students who attended public schools with a developmental curriculum scored higher than students who attended private schools with a developmental curriculum.

Recommendations. (1) Conduct a longitudinal experiment in South Carolina using the Curriculum Emphasis Scale with present kindergarten teachers to determine the effects of preschool curriculum practices on reading achievement. The Cognitive Skills Assessment Battery could be employed as the dependent variable and followed yearly. (2) A replication of this study could be made using a larger sample, a more heterogeneous population, and designating 0 rather than −8 as the determinate mean of an academic or developmental curriculum. (3) Conduct a study using Hypotheses Three, Five, and Seven, and include students who are in a Title I reading program.

A COMPARATIVE ANALYSIS OF THE RELATIONSHIP BETWEEN THE READING ACHIEVEMENT OF PROSPECTIVE TEACHERS AND THE READABILITY LEVEL OF PROFESSIONAL LITERATURE

Order No. 8102785

SQUIRES, MARGARET MAY, PH.D. *University of South Carolina*, 1980. 145pp.

This study investigated the relationship between the reading achievement of prospective teachers and the readability level of their professional literature. The prospective teachers were defined as juniors and seniors admitted to the Professional Program in the College of Education at the University of South Carolina--Columbia. Three types of education majors--early childhood, elementary and secondary--were of concern, so stratified random sampling was done. The professional literature was defined as training materials and job-related materials. These materials consisted of education textbooks, teacher editions and education journals.

In order to assess the reading ability of the prospective teachers, the *Nelson-Denny Reading Test, Revised Form A* was administered. Three cloze tests using every fifth word deletion were also administered. The cloze tests were based on a passage from an education textbook, a teacher edition and an education journal.

The Dale-Chall Readability Formula was calculated by using the Minnesota Interactive Readability Program. Education textbooks, teacher editions and education journals for each of the three types of education majors were analyzed.

The results indicated that on the average these prospective teachers were occupationally literate. The teacher editions and education textbooks were within the independent or instructional reading levels of all three groups of prospective teachers. However, the education journals on the average were written at the frustrational reading level of all three groups of prospective teachers. Perhaps this difficult readability level accounts for the low readership of education journals.

ELEMENTARY SCHOOL STUDENTS' SEX-TYPED PERCEPTIONS OF READING AND THEIR RELATIONSHIP TO READING ACHIEVEMENT

Order No. 8102799

STEINER, EVELYN ELAINE, PH.D. *The University of Akron*, 1981. 218pp.

The purpose of the study was to investigate several aspects related to sex differences in reading achievement and sex-typed perceptions of reading. It was believed that the study could provide information to assist educators in working with sex differences in reading achievement and students' sex-typed perceptions of reading.

The study investigated the following aspects: (1) The relationship between sex-typed perceptions of reading and reading achievement. (2) The relationship between grade level and changes in sex-typed perceptions of reading. (3) The ability of independent variables (grade level, reading achievement, IQ, age, reading attitude, socio-economic level) to discriminate between sex-appropriate and sex-inappropriate perceptions of reading.

An ex post facto design was used to conduct the study which involved nonmanipulable variables. Alternative hypotheses were tested with the research hypotheses to increase the internal validity of the study, reduce misinterpretation, and allow for greater generalizability of the results. It was noted that the design did not permit inference of causation.

The sample consisted of 161 students in grades one through four in two parochial schools in the Akron, Ohio area. The schools were selected for their ability to make available students' IQ and reading achievement scores. Two test instruments were administered to all of the students: (a) Downing Object-Activity Opinion Survey to measure students' sex-typed perceptions of reading, and (b) Estes Reading Attitude Scale to measure reading attitude. IQ and reading achievement scores for the students were obtained from school records.

Five general hypotheses were stated for the study. The first hypothesis concerning the difference between boys' and girls' reading achievement scores and the second hypothesis pertaining to the relationship between sex-typed perceptions of reading and reading achievement were tested with multiple linear regression. Two chi-square analyses were used to test the third hypothesis concerned with the sex-typing of reading as a "feminine" activity. Trend analysis was conducted for the fourth hypothesis to determine the existence of a perception-changing trend over the four grade levels. The fifth hypothesis was tested with discriminant analysis to determine which independent variables could distinguish between sex-appropriate and sex-inappropriate perceptions of reading.

The results showed no significant sex differences in reading achievement. No significant relationship (at the .05 alpha level) was found between sex-typed perceptions of reading and reading achievement with and without controlling for the effects of the independent variables. The results of the chi-square analyses revealed that reading was not sex-typed as a "feminine" activity. Instead, reading was perceived as appropriate for both sexes. The trend analysis showed no trend in the change of boys' and girls' sex-appropriate perceptions of reading to sex-inappropriate between grades one and four. Reading attitude was found to be a significant discriminator (at the .05 alpha level) of sex-appropriate and sex-inappropriate perceptions of reading. IQ was the second strongest discriminator, but not at the level of significance.

The results of the tests were regarded as consistent with past research which showed that where there is no sex-typing of reading, there are no sex differences in reading achievement. It was concluded that the findings might be indicative of the recent development of trends in the United States away from sex differences in reading achievement and the sex-typing of reading as a feminine activity. However, it was noted that the sample might be part of a different population. Recommendations included: (a) replication of the study with a larger sample of parochial schools, and (b) investigation of sex differences in reading achievement and sex-typed perceptions of reading with new studies.

THE EFFECTS OF USING EIGHTH GRADE HIGH-ACHIEVERS VERSUS EIGHTH GRADE LOW-ACHIEVERS AS TUTORS ON READING ACHIEVEMENT AND ATTITUDE OF URBAN FOURTH GRADE STUDENTS

Order No. 8109969

STEWART, THOMAS J., PH.D. *Loyola University of Chicago*, 1981. 134pp.

Problem. The purpose of this study was to determine whether significant differences exist in reading achievement and attitude between fourth grade students who were tutored by eighth grade high-achievers and those who were tutored by eighth grade low-achievers.

Method. There were two levels of experimental treatment: 41 fourth grade students were tutored by eighth grade high-achievers, and 41 fourth grade students were tutored by eighth grade low-achievers. The control group, 71 fourth graders, did not receive any tutoring; however, they engaged in free-reading during the tutoring sessions. Pre and post standardized, norm-referenced, reading achievement tests were administered, and a Primary Attitude Scale was administered as a post measure to both the experimental and control groups in the three schools. A Multivariate Analysis of Covariance and a Multivariate Analysis of Variance in a 3 x 3 factorial arrangement, where group and school are regarded as the prime effects, were performed. Also, a X^2 test of significance was performed with the scores arranged in "positive or negative" categories in order to determine the extent of the relationship existing between group and student attitude.

Results. There was a significant effect (.05 level) of tutoring condition on the adjusted word knowledge and reading scores, and a highly significant effect (.002 level) of the interaction of tutoring and school, which makes the effect equivocal with the difference being located entirely in one school and with the control group. The overall effect of school on the adjusted word knowledge and reading scores were not significant (.31 level). There were no overall effects of tutoring condition (.1285 level) and school (.0782 level) on the word knowledge and reading score differences, and the interaction effect was evident for word knowledge scores alone. There was a significant difference (.001 level) in student attitudes among the three schools; though not among the three tutoring types (.37 level). There was no overall correlation of attitude subscales with reading achievement.

Conclusions. The results highlighted herein showed that there was no overall significant difference in reading achievement and attitude among the students who were tutored by high or low achievers or among the students who were not tutored at all. Therefore, it seems plausible to conclude that tutoring programs are not more effective than traditional programs. However, the task of identifying a successful and practical approach for some of the millions of children who have reading handicaps remains a worthy endeavor.

THE INVESTIGATION OF PARENTAL ROLES DURING CHILDREN'S PRESCHOOL DEVELOPMENT AND THEIR READING ACHIEVEMENT IN THE INTERMEDIATE GRADES

Order No. 8108246

TEPOEL, DONNA FULLER, ED.D. *University of Northern Colorado*, 1980. 212pp.

Purpose of the Study. The purpose of this study was to examine the significant differences between selected parental roles during children's preschool years in light of the later level of reading achievement of their children in the fourth grade.

Procedures. The *Stanford Achievement Test* (SAT) was administered to all fourth grade students in Natrona County School District 1, Casper, Wyoming. The reading subtest score was used to form two groups of students. High achievers in reading were identified as those students who scored in the 7th, 8th, or 9th stanine on the SAT total reading score, and low achievers were identified as those students who scored in the 1st, 2nd, or 3rd stanine. The final sample included sixty-seven high achievers and forty-one low achievers.

The mothers of these 108 students took part in a telephone interview during which they were asked questions from a *Structured Interview Form.* This form was used to assess the parental roles involved in children's preschool development in the areas of language development, social development, development of curiosity, and intellectual growth and development, alternatively referred to as intellectual development.

The data were analyzed by t tests for independent samples to determine if the means obtained from the scores on the *Structured Interview Form* were significantly different at the .05 level of significance between mothers of high achievers and mothers of low achievers. The mean standard deviation was computed and used as a basis for a code for use in determining a discrimination value for each of the items on the *Structured Interview Form.*

Findings. On the basis of the hypothesis developed for the study, the following findings were derived. (1) A significant difference was found between mothers of high achievers and mothers of low achievers on each of the four areas of preschool development as measured by the *Structured Interview Form* and the level of reading achievement in fourth grade as indicated by SAT total reading score. (2) A significant difference was found between the mean scores of mothers of high achievers and mothers of low achievers on mother's roles in preschool development as measured by the total score on the *Structured Interview Form* and the level of reading achievement in fourth grade as indicated by SAT total reading score. (3) An analysis of the seventy-eight items on the *Structured Interview Form* revealed that four items were classified as very highly discriminating between mothers of high achievers and mothers of low achievers. It appeared that a greater percentage of the mothers of high achievers consciously tried to teach their children to read signs and words, encouraged the children to read for themselves, played sound alike or rhyming games with the children, and had their children attend pre-school or nursery school. Twenty-one items were found to be highly discriminating, twenty-four were classified as moderately discriminating, twenty-three were described as being low in discrimination value, and six items were classified as being non-discriminating for mothers of high achievers. (4) Some of the findings from an analysis of the demographic data gathered through the interview were: (a) There were a higher ratio of boys to girls in the group of low achievers than in the group of high achievers. (b) Parents of high achievers had a greater mean educational level than did parents of low achievers. (c) A greater percentage of low achievers had fathers whose jobs were classified in the areas of unskilled, skilled labor, skilled trades, services, and small business owners, while a greater percentage of fathers of high achievers had jobs classified in the areas of technicians, supervisors, managers, sales representatives, and professionals.

THE RELATIONSHIP BETWEEN GAINS IN READING LEVEL AND THE TEACHING OF PHONETIC AND STRUCTURAL ANALYSIS SKILLS AT THE COMMUNITY COLLEGE LEVEL

Order No. 8027027

VERN, LYNDA GAYLE HORN, ED.D. *University of Houston*, 1980. 109pp. Chairperson: Dr. Wilson H. Lane

A review of the literature supported the premise that word recognition proficiency was important for good reading comprehension. This study investigated which specific word recognition skills had the highest correlation with reading comprehension and if community college reading students who were taught specific phonetic and structural analysis skills in which they were deficient would make significant gains in reading level as compared to those students who had like deficiencies but were not specifically taught those skills.

Community college students in reading classes at three Gulf coast area community colleges participated in the study. The students were pretested using the *Lane Diagnostic Test of Word Perception Skills* and the *Nelson-Denny Reading Test*, Form D. Students whose scores indicated deficiencies in at least three of the five phonetic and structural analysis skills areas to which the study was limited were randomly divided into an experimental and a control group at each school. The experimental group completed 15 modularized lessons covering the phonetic and structural analysis skills in which their *Lane Diagnostic Test of Word Perception Skills* pretest scores indicated their greatest deficiencies. Both the experimental group and the control group completed a reading course in a six-week summer school session.

The experimental and control groups were posttested with the *Lane Diagnostic Test of Word Perception Skills* and the *Nelson-Denny Reading Test*, Form C. Two hypotheses were tested.

To test Hypothesis 1 correlations were employed to compare the five phonetic and structural analysis skills areas to reading level. A *t* test was run testing at the .05 significance level to determine which of these phonetic and structural analysis skills showed a significant correlation with reading level. Data generated about each skill were analyzed.

To test Hypothesis 2 the mean posttest scores of the experimental group and the control group were compared using a *t* test.

The statistical analysis rejected null Hypothesis 1 since a significant difference in correlation was found between the reading level of community college reading students and the five areas of phonetic and structural analysis skills.

Null Hypothesis 2 was not rejected. When Hypothesis 2 was tested the posttest means of the experimental and control groups showed no significant difference although the experimental group obtained a mean gain of 2.4854 greater than the control group.

Based upon the findings of this study, the following conclusions were drawn: (1) The teaching of certain phonetic and structural analysis skills at the community college level appeared to be more relevant than the teaching of others. (2) Including the teaching of phonetic and structural analysis skills as a composite in community college curricula was not beneficial to improving the reading level of community college reading

students. However, the teaching of certain phonetic and structural analysis skills, such as Affixes, that correlated highly with reading level might assert a positive influence on raising community college students' reading level.

Based upon the findings and conclusions reported in this study, the following recommendations are suggested: (1) Replicate the study during a long semester. (2) Replicate the study with each experimental subject completing all skills lessons in all deficient areas. (3) Replicate the study including reinforcement activities. (4) Replicate the study utilizing a reading test that has been normed on an open-door community college population.

AN INVESTIGATION OF LOCUS OF CONTROL AND READING-ACHIEVEMENT LEVELS OF SELECTED COLLEGE FRESHMAN STUDENTS Order No. 8107184

WEBSTER, BENNIE MARIE, ED.D. *East Texas State University*, 1980. 92pp. Adviser: J. B. Wilson

Purpose of the Study. The major purpose of this study was to determine whether there were significant differences between the reading-achievement levels of college freshman students, as measured by the *Nelson-Denny Reading Test* (Form C), and their locus of control, as measured by the *Scale to Measure Internal versus External Control.*

Procedure. The sample included 320 male and female freshman students enrolled in required freshman courses at East Texas State University during the fall semester of the 1979-80 academic year. The sample was not selected randomly but was taken as in-class groups in order to manage the test administration. Permission was secured from each instructor to administer the instruments during one ninety-minute class period. The data were subsequently analyzed by utilizing the independent *t* test to determine significance at the .05 level.

Findings. The following findings were the results of this investigation: (1) There was no significant difference between the male internals and the male externals according to their reading-achievement levels. (2) There was no significant difference between the female internals and the female externals according to their reading-achievement levels. (3) There was no significant difference between the reading-achievement level of the internals who attended a small school and that of the externals who attended a medium school. (4) There was no significant difference between the reading-achievement level of the internals who attended a small school and that of the externals who attended a large school. (5) There was no significant difference between the reading-achievement level of the internals who attended a medium school and that of the externals who attended a large school. (6) There was no significant difference between the reading-achievement level of the internals whose fathers advanced beyond a high-school education and that of the externals whose fathers advanced beyond a high-school education. (7) There was no significant difference between the reading-achievement level of the internals whose fathers received a high-school education only and that of the externals whose fathers received a high-school education only. (8) There was no significant difference between the reading-achievement level of the internals whose fathers received less than a high-school education and that of the externals whose fathers received less than a high-school education.

Conclusions. Based upon the findings of this study, the following conclusions were reached: (1) There is no significant relationship between locus of control and reading achievement among males and females. (2) Females generally read better than males. (3) Males generally are more externally oriented than are females. (4) There is no significant relationship between locus of control and reading achievement for internals and externals who attended small, medium, and large schools. (5) There is no significant relationship between locus of control and reading achievement for internals and externals whose fathers advanced beyond a high-school education, received a high-school education only, and received less than a high-school education.

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